



*Supervisors  
Safety  
Training  
Instructor's  
Guide*

*7 March 1997*



## **Supervisors Safety Training Instructor's Guide**

This guide provides the instructor with a standardized course outline. Section 1 provides the minimum required safety information needed to train new supervisors (or to conduct refresher training where appropriate). Instructors may supplement any portion of this guide to enhance local supervisory safety training needs. Section 2 provides instructor's suggestions for conducting training courses.

### ***Course Objectives***

- Why this training is needed.

Training of supervisors is mandated by the Occupational Safety and Health Administration (OSHA). Supervisors must to be knowledgeable of their responsibilities for providing and maintaining a safe and healthful work place. The Department of Defense further requires that supervisors be trained on hazards identification and elimination, employee safety motivation, and mishap investigation.

- How to meet these training needs.

This course was developed to fulfill the supervisors safety training requirements of OSHA and DoD. Included are specific US Air Force safety requirements that will assist supervisors in the development of their workcenter safety process. Using this guide, and the accompanying video, instructors will present the key elements needed by supervisors to know, understand, and implement their safety responsibilities. Upon completion of this course, supervisors must:

- have basic knowledge of the Occupational Safety and Health Act, Executive Order 12196, OSHA and other safety standards applicable to their workplace.
- know the process for identification, reporting, and eliminating hazards and workers' freedom from reprisal when they report unsafe acts or conditions.
- understand their responsibilities for workers safety training.
- understand their responsibilities to maintain a safe and healthful work environment by performing job safety analyses and inspections.
- understand basic Operational Risk Management
- know the process for reporting and investigation mishaps.

## SECTION 1

Supervisors Safety Training broadly covers six subject areas:

- History of Safety in this country and mandated requirements
- Employee's Safety Training
- Hazard Identification and Abatement with Operational Risk Management
- Inspections
- Mishap Notification and Investigation
- Other Programs, such as Off-duty Education, MSDS, Safety Meetings

This handbook further breaks down within each subject a:

- Descriptions of the video scenes with *points to emphasize*\*
- Narration that accompanies those scenes
- Instructor's Discussion Notes

\* Points to emphasize are located between scenes and are bordered by asterisks and in bold print.

	AFIs 91-202 and 301, the AF Form 55 and job safety outline. Close up of OJT records, supervisor and worker review records to ensure ALL items are completed.	<b><u>Narrator</u></b> To wrap up, we pointed out the importance of good planning for a successful safety program and provided some tools and information to identify and eliminate potential safety problems in your job. Finally, we addressed your role as a trainer and emphasized that training is quite possibly the most important safety related job you will have. Now, let's show you what we mean.
→ Key Points for instructors	***** <b>Reemphasize the need for supervisor and workers to review training records.</b> *****	

You may edit this and the students' handbooks to suit your needs and instructor style. However, each of the six subject areas listed **MUST** be taught. You may supplement each area or include additional safety areas.

## Air Force Supervisor Safety Training

### SCENES/WHAT TO LOOK FOR

"The United States Air Force  
presents 613263"  
"Supervisors Safety Training"

MAJCOM emblems bordering  
title "You Can Be A Supervisor  
Anywhere"

#### **Stock footage/Flightline**

Helicopter mishap, vehicle  
mishap in cold weather,  
construction worker at risk of  
falling, aircraft mechanic on top  
rung of ladder without eye  
protection working overhead.  
Supervisor and worker talking on  
the flightline. Another worker  
approaches and hurries to move  
a power cart alone and injures  
back.

\*\*\*\*\*

**Scenes show supervisors potential  
mishap scenario and what could  
occur due to human behavior.  
Additional scenes show every day  
occurrences that could result in  
mishaps**

\*\*\*\*\*

#### **Stock footage -**

Deployed location, setting up a  
bare base, tent city environment

#### **Stock footage**

Funeral and Honor Guard

\*\*\*\*\*

**Shows the tragic result of actions**

### NARRATION

#### **Narrator**

In the Air Force every year over 80  
people are killed and millions of  
dollars are lost due to needless  
accidents. These losses not only  
impact mission readiness, they also  
deeply affect the coworkers, families,  
and friends of those killed. As Air  
Force supervisors you are in a unique  
position to make improvements. Each  
year, technological improvements are  
made. However, the one essential  
factor in mishaps that remains  
unchanged is human nature. As a  
supervisor, you have a key role in  
observing human nature. You need to  
learn to recognize the behavior or  
circumstances that represent  
increased mishap potential.

And you must take the time to know  
the risks you and your personnel will  
encounter. This course was prepared  
to help you understand human  
factors. It will help you identify,  
eliminate, or control risks that could  
harm you and your personnel.

There have been dramatic changes in  
the Air Force and around the globe.  
Due to increased ops tempo,  
supervisors need to be especially alert  
and sensitive to increased mishap

that are almost always preventable  
\*\*\*\*\*

potential. Your commander and base safety staff will assist you in implementing risk management measures to identify and eliminate hazards and prevent mishaps before they occur. Your team needs your help to prevent that next mishap from ever taking place. A single death or a single mishap is one too many.

Commander's office -  
Commander talks to audience

\*\*\*\*\*  
**Depicts Commander's emphasis on safety. Col Delphy states she is the wing commander at 'this' installation. Students should realize that she is the wing commander where the video was produced, but represents all commanders.**

**The term Operational Risk Management is used throughout the video. 'Operational' refers to the day-to-day operations of the AF. Operations such as preparing a field kitchen at a deployed location, repairing a broken base water pipe, installing an antenna of a security fence, or cleaning the day room for inspections. Operations in this context does NOT refer solely to the functional area of "operations."**  
\*\*\*\*\*

**Stock footage -**  
Historical clips of older aircraft involved in mishaps, 1920/30s industrial hazards, old warehouses.

\*\*\*\*\*  
**Shows risks personnel were exposed to during the first half of this century prior to establishment of national safety rules.**  
\*\*\*\*\*

### **Commander**

Hello. I'm Col Elizabeth Delphy, the wing commander at this installation. I have the honor of talking to you today about your supervisory safety responsibilities. You are the first link in the Air Force Operational Risk Management team. Your team role is to take a common sense approach to mission accomplishment while minimizing risk to you and your team. This course was developed to provide you the tools to identify hazards and control risk. Today we will share proven safety processes that allow the job to be done safely while keeping our Air Force poised and ready for national defense

### **Narrator**

Did you know that during World War II the Air Force lost more aircraft during training and routine operations than during combat? Thus, the advent of the Air Force mishap prevention program and the reason you are here today. Mishaps in the private sector and throughout industries nation-wide, dictated that actions must be taken to stop the needless waste of lives and property.

-- Public Law (91-596),  
*Occupational Safety and Health  
Act of 1970*  
- Executive Order (12196, 26  
Feb 80), *Occupational Safety  
and Health Programs for Federal  
Employees*  
- CFR (29 CFR 1960), *Basic  
Program Elements for Federal  
Employee Occupational Safety  
and Health Programs and  
Related Matters*  
- DoDI (6055.1) *DoD  
Occupational Safety and Health  
Program*

Worker at computer terminal  
reviewing AFPD 91-3  
*Occupational Safety and Health*  
\*\*\*\*\*

**AFPDs 91-2 and 91-3 are the two AF  
policy directives for safety.**  
\*\*\*\*\*

Individual walking downstairs  
Individual using handicap ramp

*AFOSH Std 48-22 Occupational  
Exposure to Hazardous  
Chemicals in Laboratories*

**Stock footage -**  
Supervisor wiping up a hydraulic  
spill, supervisor observing tire  
change, team performing  
weapons loading

\*\*\*\*\*  
**Showing good safety examples -  
shots of daily environment where  
people are doing it right.**  
\*\*\*\*\*

Still shots of AFIs 91-202 and

In the early 70's occupational safety  
and health laws were finally issued.

The Air Force took an already proven  
concept, improved it and called it the  
Air Force Occupational Safety and  
Health (the AFOSH) program. Safety,  
fire prevention, and health guidance  
were developed into standards for  
getting the job done safely. These  
standards vary widely.

Look, for example, at standards that  
give guidance on such common safety  
concerns such as: the width of  
stairways, the need for handrails,  
handicap ramps, and the condition of  
walking surfaces.

In contrast, other very specific  
standards outline requirements for  
activities in medical facilities, billeting,  
and flightline operations.

As a supervisor, you are responsible  
for ensuring that personnel have a  
safe and healthful work place that  
complies with the AFOSH program. To  
accomplish this, there are several  
requirements you must know and  
fulfill.

These are listed in AFIs 91-202, Air

91-301 and zoom in on supervisory responsibilities paragraph.

\*\*\*\*\*  
**These two AFIs contain the basic supervisory safety requirements.**  
\*\*\*\*\*

Show supervisor entering the library and requesting AFI 91-202

\*\*\*\*\*  
**Supervisors can get workcenter copies of needed instructions if they do not have direct access to the Electronic Library.**  
\*\*\*\*\*

Airman at computer pulling up AFEPL and going to 91-series

\*\*\*\*\*  
**As AFOSH standards are placed on the AFEPL, they are now being listed in the AFIND 2 under the 48- and 91-series publications.**  
\*\*\*\*\*

Supervisor at a phone looking up base safety officer number then dialing the phone.

Still shots of various AFOSH standards that would apply to office, industrial, services, and medical

**Engine shop -**  
Personal protective equipment (goggles, apron, rubber gloves )

Force Mishap Prevention Program and 91-301, Air Force Occupational and Environmental Safety, Fire Protection, and Health Program. Experience and safety knowledge, are among the tools a supervisor can use to ensure a safe work place. Specific guidance is also in: other Air Force Instructions, AFOSH standards, technical orders, and applicable unit operating instructions.

**Supervisor**

"Airman Ryan, I need a copy of AFI 91-202. Can you put it on this disk?"

**Worker**

"No problem."

**Supervisor**

"Thanks"

**Narrator**

Supervisors must have applicable safety standards readily available. The Air Force Electronic Publications Library contains a section for occupational safety and health publications. The Air Force Index 17 lists the AFOSH standards that are available.

You can call the base safety office to assist in determining your AFOSH requirements. Check with your unit administrative office on obtaining the instructions and standards you will need.

You should know and understand which AFOSH standards pertain to your operations. Mandatory use of standards goes hand-in-hand with on-the-job training.

These standards have been developed by safety, fire protection, and medical personnel for your use.



Flammability markings and  
Warning sign for eye and ear  
protection

\*\*\*\*\*

**Sample title pages of various AFOSH  
standards are provided in the  
student guide.**

**Safety standards are available to  
identify needed personal protective  
equipment and provide standardized  
warning signs for hazardous  
locations.**

\*\*\*\*\*

**“Be Smart”**

**“Training”**

**Transportation Sq:** Supervisor  
with worker using computer to  
pull up “Mitchell on Demand”  
TOs

Vehicle maintenance bay-  
supervisor with T.O. showing  
workers how to perform  
inspection of forklift.

\*\*\*\*\*

**In these initial training scenes,  
supervisor is using various means  
to provide step by step instructions  
to train their workers (Computer,  
published instructions or signs  
posted on the wall.)**

\*\*\*\*\*

Supervisor instructs proper  
procedures for using paper  
shredder. “Summer hire”  
watches. Sign posted “Paper  
Shredder: Keep Long Hair,  
Jewelry and Loose Clothing  
Clear of Paper Entry.”

**Stock footage -**

A mobility processing center;  
audience listening to briefer.  
Individuals preparing for

These standards will help you comply  
with federal laws, Air Force safety,  
health, and fire prevention  
requirements, and create the basis for  
a strong work center safety process.

### **Narrator**

A supervisor’s most important role in  
the mishap prevention and risk  
management programs is that of a  
trainer. Your workers must be  
thoroughly familiar with needed  
instructions to complete a task safely.  
You and your team will be effective in  
mishap prevention when team  
members are knowledgeable of all job  
safety requirements.

That’s where your role as trainer  
comes in. You are required by the Air  
Force to train all new employees  
assigned to your work center,  
including temporary hires and TDY  
personnel assigned directly to you.  
They must be trained on the potential  
hazards of the work area and their job  
tasks.

If your unit deploys, you will be  
required to train your personnel on the  
hazards they will encounter at the  
deployed locations.

deployment

\*\*\*\*\*

**Ensure supervisors understand that safety training is a continuous process - as changes occur so must workers' training.**

\*\*\*\*\*

Supervisor on computer,  
completing AF Form 55.

\*\*\*\*\*

**Explain purpose of AF Form 55 and how form 55 will be used in conjunction with in-depth Job Safety Outline.**

\*\*\*\*\*

Hospital bio-hazard warning  
sign, emergency exit signs/  
directional arrows, exterior of  
hospital  
Supervisor enters area requiring  
ear plugs

Supervisor, on computer,  
completes job safety training  
outline.

Base safety office, Fire Dept and  
Hospital

\*\*\*\*\*

**Shows the three functional areas that may assist supervisors in preparing a thorough safety and health job training plan.**

\*\*\*\*\*

Zoom in on Section I of the AF

And remember, training is not a one time thing, but a continuous process.

Training must be conducted and documented for each new worker and when there is a change in any aspect of the work process or rules that affect safety or health. Safety training is documented on AF Form 55. This form lists the minimum requirements for training your personnel.

The form 55 will include such items as job hazards or tasks to be done, safety procedures to be followed, hazard reporting, emergency procedures, locations of medical facilities, and much more. If personal protective equipment is needed in your work center, you will need to explain the type, use, and maintenance of this equipment. The AF Form 55 gives you a general outline of topics you must cover in your work center safety training program. You will use the AF Form 55 to develop a more in-depth safety training outline highlighting the safety concerns unique to your area of responsibility. So, how do you prepare this outline?

First, your base safety, fire protection, and health personnel are available to assist you in developing a training outline.

An important first step is to list the mandatory items on the AF Form 55

Form 55 with major headings shown

Then show same major headings with expanded workcenter outline

Detail job safety training outline

Close up of individual responsibilities from 91-202 and 91-301

\*\*\*\*\*

**Supervisors must thoroughly understand the individuals'/workers' safety responsibilities that are identified in AFIs 91-202 and 91-301. These individual responsibilities must be incorporated into their training program.**

\*\*\*\*\*

Supervisor, using form 55, shows new worker potential machine hazard and use of guard.

Fire extinguishers, fire routes, pull box

\*\*\*\*\*

**Point out need for supervisor to physical show workers the job hazards, location and use of fire extinguisher/pull box.**

\*\*\*\*\*

Training record completed except for two entries "**Lifting Devices**" and "**Material Handling**". Untrained worker lifts a large box off the shelf.

as major outline headings. Then using your references such as Air Force instructions, TOs (or technical orders), Checklists, and job safety analyses, list sub items under each major heading.

We cannot overemphasize the importance of developing your training outline in sufficient depth to thoroughly acquaint your new personnel with potential hazards of their work place.

You must also explain the required information from the Air Force mishap prevention program.

The safety awareness of you and your team will increase, and the amount of time you must devote to your other safety related responsibilities will decrease if you train your personnel correctly before they begin working. Physically show the location and use of the fire alarm pull box, the fire extinguisher, the emergency exits, and so on.

An unfortunate fact is that all too often we don't identify training deficiencies until after a mishap occurs. Remember, the job's not being complete until the paper work is done so document your safety training. Do

Worker loses grip, box slips and falls on worker's foot.

not hesitate to ask a co-worker or the base safety office for assistance.

\*\*\*\*\*

**Training on proper lifting techniques has NOT been completed. Due to lack of training, worker is injured.**

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Supervisor on the phone.

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**Supervisors must use all available resources to assist them in the development of their training outline. Rather than depend solely on the safety office for assistance, they can ask other supervisors with similar workcenters for help.**

\*\*\*\*\*

AFIs 91-202 and 301, the AF Form 55 and job safety outline. Close up of OJT records, supervisor and worker review records to ensure ALL items are completed.

\*\*\*\*\*

**Reemphasize the need for supervisor and workers to review training records.**

\*\*\*\*\*

Supervisor and two new workers in office go through initial introductions. Supervisor and workers walk through workcenter. As they walk, supervisor has AF Form 55 and job safety outline in hand. Supervisor and both workers go over different aspects of each worker's jobs. Supervisor shows locations of fire extinguisher, Material Safety Data Sheets, and

### **Supervisor**

"Hey Barbara, I just finished the job safety outline for my workcenter. Since your shop is almost identical to mine, could you look over the outline and see if there's any improvements I can make?"

### **Narrator**

To wrap up, we pointed out the importance of good planning for a successful safety program and provided some tools and information to identify and eliminate potential safety problems in your job. Finally, we addressed your role as a trainer and emphasized that training is quite possibly the most important safety related job you will have. Now, let's show you what we mean.

### **Supervisor:**

"Good morning. I'm SMSgt Canyon. Glad to have you on our team. Now that you've finished your inprocessing, let's get started with your job safety training. I'll be covering each of the items listed on your AF Form 55. As I explain each item I'll expand on your particular job safety requirements which are covered in your job safety training outline. We'll be walking through the work center to familiarize

paper supplies. Supervisor finishes by telling both workers that this is only initial training.

you with the specific requirements of your job. This will be your initial job safety training. As requirements change you will receive additional safety training.

From your work station, this will be the nearest fire extinguisher. Your job will require the use of certain chemicals, and you'll need to refer to the material safety data sheets for those chemicals. You will find the data sheets in this binder: As part of your job, there will be times when you will need to restock the paper supplies. These boxes can be heavy, so always use proper lifting techniques. Lift with your legs, not your back. When stacking these boxes, make sure the aisle stays clear. And as with any machinery, always make sure the area around the printer machine is clean to prevent fires. I want to remind you that this is your initial training. As changes take place in your jobs or as required by Air Force Instructions, you will be receiving refresher or recurring training."

**Stock footage -**

Troops with mobility bags board C-5.

**Narrator**

"Remember, safety training is an on-going process. If your mission changes, if you deploy, if a new piece of equipment is added, you will need to train your workers on the new or different job safety hazards."

**"Discussion"**

\*\*\*\*\*

**Suggested questions for students:**

"Do they know which standards apply to their job?"

"Do they know where the standards are located?"

"What items are covered on their AF Form 55?"

"How are those items expanded on their job safety outline?"

**Points to cover:**

--History and development of AF

safety program.

--Commander's involvement

--Safety instructions and standards needed by supervisors.

--Safety training is the foundation of a solid mishap prevention program.

--Safety training documentation is needed to ensure personnel receive all safety training needed

--Safety training is an ongoing and evolving process.

\*\*\*\*\*

## **"Hazards"**

Civilian supervisor, base repro walks towards camera and holds up AFI then holds up completed Job Safety Analysis (JSA)

\*\*\*\*\*

**Explain that supervisors and workers have a key role in hazard identification. Knowing applicable safety standards and performing job analyses are important steps in hazard identification.**

\*\*\*\*\*

Typical bulletin board with ready supply of hazard report forms

Still shot of OSHA standard on reprisal against workers, 29 CFR 1960.28.

## **Supervisor**

Hi. I'm Mr. John Clary. As a senior civilian supervisor I will cover supervisor's and workers' roles in identifying hazards. To be effective, you must know and understand the safety requirements applicable to your area of responsibility. As mentioned earlier, most safety information is available in Air Force Instructions, tech data, operating instructions, and AFOSH standards. This information complements your tech schools, PME, and other training you have received. One method to thoroughly identify work-related hazards is to perform a job safety analysis. We'll discuss JSA's later in this video and your base safety staff is also available to assist you in preparing a JSA. When properly done, JSA's don't simply identify potential hazards, but they also become a valuable training tool."

## **Narrator**

Another way we identify hazards is by participating in the USAF hazard reporting program. This can be done formally or informally. Encourage your personnel to report potential hazards

And be sure to protect their identity when they request it. Remember, federal law prohibits any reprisal against a worker who reports an

\*\*\*\*\*

**Explain that NO adverse actions will be taken against a person who reports an unsafe or unhealthful work condition.**

\*\*\*\*\*

Worker reports hazard to supervisor.

\*\*\*\*\*

**If hazard is minor and can be repaired or eliminated at workcenter level, no further action may be needed.**

\*\*\*\*\*

Show 91-301, para 12.1

\*\*\*\*\*

**Explains appeal procedures**

\*\*\*\*\*

**Stock footage -**

- weather hazards: cold weather, hot weather sunburn-heat stress
- bump hazard: air conditioner in walkway
- electrical hazards: frayed cord
- winter hazards

\*\*\*\*\*

**Students should note hazards in this cold weather scene such as: worker climbing ladder with coworker beneath him. What's wrong with the scenario?**

\*\*\*\*\*

AF Form 457, *Hazard Report*.

\*\*\*\*\*

**Next several scenes are staged to show an example of a poor supervisor who does not listen to his worker.**

alleged hazard.

When done informally, personnel simply report their safety concerns to the person in charge. Often, that will be you. You must never take these reports lightly. You owe the person a good answer even if the hazard is not validated.

You must also tell them, who the next level of review is if they are not satisfied with your answer.

What hazards should you look for?  
We will not be able to show you all possible hazards, but here are some examples of typical hazards you could encounter.

Hazard reporting can also be done formally on the AF Form 457, US Air Force hazard report.

**Worker**

“Excuse me, MSgt Peckman. The ladder I’m using is wobbling and I’m afraid it might cause an accident...”

\*\*\*\*\*

Worker reporting hazard to supervisor.

**Supervisor interrupts**

“Max, don’t worry about the small stuff. That ladder’s been that way for months.”

**Worker**

“Okay”

Worker goes back to work, starts up ladder . . .

Supervisor at desk who hears a **crash**

Worker laying on floor holding injured leg

Supervisor on phone

**Supervisor**

“Oh, man!!!”

**Worker**

“My leg”

**Supervisor**

“Hey Bob, it’s me, Sergeant Peckman. Yea, I know it’s your off-day, but you need to come in. Yea, Max wasn’t watching what he was doing and fell off the ladder. He’s on the way to the hospital right now. Oh yea, if he’s not back within a week, you’ll have to cover his upcoming deployment too. Yea, and don’t be late”

\*\*\*\*\*

**These scenes were designed to stir students emotions on what can happen if supervisor does not listen. (If students worked for someone like this supervisor, what would they do?) (How would they feel if one of their workers were injured after that worker had reported a problem to them?)**

\*\*\*\*\*

**“Be Aware”**

**“Discussion”**

\*\*\*\*\*

**Use this discussion for a short break to discuss the poor supervisory example**

\*\*\*\*\*

\*\*\*\*\*

**Next couple of scenes show an example of a good supervisor**

\*\*\*\*\*

Worker reporting hazard to good supervisor; show close up of frayed/cut cord

**Worker**

“Mr Maxwell, would you can over here for a second?”

**Supervisor**

“Yes Fred, what is it?”

**Worker**

“We can’t use this machine. It has a frayed cord.”

**Supervisor**

“Well, it looks like we can’t fix it now. We’ll have to red tag it and make a hazard report.”

\*\*\*\*\*

**When responsible supervisor takes appropriate actions, hazards can be controlled, evaluated, and eliminated before personnel are injured or equipment damaged. May elect to**



discuss lockout/tagout procedures  
at this point or later in the video.  
(Instructor's option)

\*\*\*\*\*

Supervisor walks over to bulletin board and gets a copy of a hazard report form.  
Safety investigator gets out of a govt vehicle and walks into worksite to evaluate hazard.

Supervisor walks through work area and sees cord laying across walkway. Repositions cord so it is no longer a hazard

\*\*\*\*\*

**Reinforces that supervisors should eliminate the hazard at the lowest level if possible. They should also find out why the hazard was created.**

\*\*\*\*\*

Worker does lighting survey and trips on cord.  
Good supervisor attaches danger tag  
Safety Tags - Variety of caution, out of order, danger tags.  
Tagout Notification List with personnel notification

\*\*\*\*\*

**At some point explain local lockout/tagout procedures and appropriate contacts.**

\*\*\*\*\*

Supervisor places orange cones around large hole in well-traveled walking area. Civil Engineering truck pulls up. Supervisor greets arriving CE person.

### **Narrator**

You must make hazard report forms readily available and always encourage their use. They are forwarded to the safety office for formal evaluation. Once evaluated and validated, if the report applies to your job or work area, you will have to ensure that corrective action is effectively implemented.

Often hazards can be corrected on the spot. It is always better to correct a hazard at the lowest possible level. If you see a potential hazard, correct it immediately. But don't stop there. Find the root cause and remove the source of the problem. Are the personnel properly trained? Are additional resources needed to comply with safety standards? Are similar problems in your shop or office eliminated?

Some hazards may require long-term actions to eliminate. Usually an interim control measure is required. One example is the safety tag. These tags are used by the shop or office supervisor. Depending on what tags are used, you may need to notify personnel outside your work center that you have "tagged out" a piece of equipment. Check with you base safety office for your local procedures.

Any interim control is considered a temporary resolution until a permanent fix can be made. New equipment may have to be purchased. Maintenance or repair may be required. As a supervisor, you will be

AF Form 1118.

Supervisor posts AF Form 1118

AF Form 979

AF Form 3

\*\*\*\*\*

**Reemphasize the use of variety of safety tags and associated lockout procedures.**

**Explain to students that not all hazards will generate an AF Form 1118. Students are shown all hazards abatement forms. The instructor will provide further information on how and when each form will be completed.**

**--Explain time frame for Form 3.**

**--Explain routing of form and who is responsible for monitoring and abatement.**

\*\*\*\*\*

Supervisor completes AF Form 3  
Supervisor enters safety office  
Supervisor and safety manager discuss Form 3

“HAZARDS” then changes to  
“DEFICIENCIES”

Show supervisor and worker in a building when the fire alarm goes off.

responsible for initiating corrective action, whether it's through civil engineers, supply, or some other agency.

When the hazard is severe enough, the appropriate safety, fire protection, or health official will issue you Air Force Form 1118, “Notice of Hazard.”

This form assists you in notifying your personnel of the existence of the hazard and the estimated date of permanent correction. You must ensure the form is properly posted.

If there is a hazard of a temporary nature, you may post an AF Form 979 “Danger Tag” on equipment. In addition the functional manager will initiate an AF Form 3, “Hazard Abatement Plan”, and forward it to the installation organization having oversight responsibility for the identified hazard: either safety, fire protection, or health.

Safety personnel then work with fire protection and health personnel to create the base master hazard abatement plan. This plan is then used to track all known hazards on the installation until they are corrected. Hazards need not be “major” to cause mission impact. An example of a “minor hazard”, officially known as a deficiency, would be an older facility with an older fire alarm system. During the summer months there is a possibility, due to outside heat, of

Supervisor leaves, complacent worker stays.

\*\*\*\*\*

**Shows what can happen when personnel become accustom to “minor” hazards/deficiencies in the workcenter and either ignore the hazard or develop work-arounds. --Need to discuss supervisor’s role in this specific scene. Supervisor should NOT have left worker in the building.**

\*\*\*\*\*

**Stock footage -**  
Burning building  
Hot light  
Open desk/file cabinet drawer  
Open razor blade in desk drawer

*AFI 91-213, Operational Risk Management*

Operational Risk Management Wheel - six step process  
Specify first step of identifying hazard.

\*\*\*\*\*

**Wheel used depicts a six-step process. Explain to students the number of steps is NOT significant. The important facts to remember and use are that all areas in the wheel must be covered. If “steps 5**

false alarms. In addition to lost productivity as people evacuate the building, there is also the probability for them to become complacent.

**Supervisor**

“That’s the fire alarm. Let’s get out of here.”

**Worker**

“Ah--it’s just another false alarm. I’m not leaving the building.”

**Narrator**

“This time” it could be an actual fire. In any work center, you may find hazards or deficiencies that could result in injury, death, or damage to your equipment or facilities. These hazards and deficiencies result in “risk!” We encounter risk every day of our lives. Driving to work or to the store; working with electrical devices--computers or power tools; opening a desk drawer with an exposed razor blade. All of these activities could result in injury or damage. How we deal with them is “risk management”. As a supervisor, you will be responsible for implementing the Air Force Operational Risk Management process. The first and most important step is to identify the risk. If you don’t see the risk, you cannot eliminate the injury or damage that risk could produce.

and 6 are combined into one step or step 3 is broken down into two other steps, it makes no real difference. The **CRITICAL** step of operational risk management is to first, identify the risk.

\*\*\*\*\*

OSHA requirements on employees rights and responsibilities-29 CFR 1960.10

Inspections, surveys, reports

Operational Risk Management Wheel - second step is to assess the risk

\*\*\*\*\*

**How much risk is involved? Could some die or be seriously injured? Or would they simply receive a minor injury and no property lost?**

\*\*\*\*\*

**Stock footage -**

B-1 lands with nose gear up and slides in.

Munitions moved by forklift strike edge of building

Various instructions, standards, procedures, TOs and OIs

Operational Risk management wheel - highlights other steps

Your workers have the right to a safe and healthful work environment that is free of undue risk. And your supervisors and managers have the right to expect safe and successful mission accomplishment-whether that mission is preparing a performance report or launching aircraft.

You will also use your work center inspections, surveys, or submitted hazard reports to assist you in risk identification.

After the risk has been identified, the second step in operational risk management is to assess the identified risk. To do this you will use your experience, training, judgment, and intuition to determine the root causes and mission impact of the risk. In other words, how dangerous is the risk?

Could someone die or the mission fail because of a particular risk? Or is there a possibility that someone would simply suffer a minor first aid injury and the mission would not be impacted?

You have Air Force instructions, standards, procedures, and tech orders to help you make these assessments.

The remaining steps of risk management include analyzing the controls available and deciding on what controls to use to eliminate or reduce the potential for injury or mission impact. After you, and possibly your supervisors, have decided on the appropriate controls,

you will be responsible for implementing the controls and monitoring them to ensure they are effective.

## **“Discussion”**

\*\*\*\*\*

**This break should be used to explain:**

**--local hazard reporting and abatement procedures**

**--RAC codes**

**--Budget process that occurs locally**

**Explain the ORM process, its objectives listed in AFI 91-213 and how Operational Risk Management applies to the day-to-day**

**“operations.” (Explain that the term “Operational” does not refer solely to the functional area of**

**‘Operations’.) Also explain that the**

**“six-step process” can be done mentally in a worker’s head just**

**prior to the start of a task -- “what are the hazards I will encounter,”**

**“How seriously can I or a co-worker be hurt,” “Will there be any**

**equipment damage,” “What controls do I have available,” “Which ones**

**should I use,” “Can I make these decisions or should I ask my**

**supervisor’s advice?”**

\*\*\*\*\*

## **“Inspections”**

Lieutenant/supervisor, walks through hospital complex, sees a wrapper on waxed floor, picks up slipping hazard

\*\*\*\*\*

**Supervisors at ALL levels are responsible for keeping their work areas safe.**

\*\*\*\*\*

Lieutenant watches worker perform the specific task of collecting infectious waste. Then watches another worker

## **Narrator**

Inspections are a tool for you to use to ensure you and your workers have a safe and healthful work environment. As a supervisor, you will frequently be out in the work areas, not to formally inspect, but to perform the many other supervisory functions of your position.

To be successful, when you do perform “spot” inspections, they must be made for a definite purpose. One of the most effective ways you can

clean examination table and dispose of infectious waste.

\*\*\*\*\*

**Observing workers is a fundamental way to learn if workers know and apply safety rules.**

\*\*\*\*\*

Worker not wearing personal protective equipment.  
Supervisor stops operations, hands protective equipment to worker.

Supervisor in industrial area.  
Worker incorrectly bends over and starts to pick up HEAVY box.  
Supervisor stops worker  
Supervisor warns worker on lifting heavy objects.  
Supervisor and worker properly bend over to pick up box.

\*\*\*\*\*

**Worker about to lift heavy box without assistance. Should, as a minimum, use a two-person lift, or mechanical lift. (Worker in this scene is wearing a back belt.. As yet, back belts are not designated as PPE - - there is no substantial evidence that the belt physically supports the back. The most significant benefit known is that the belt does serve as a reminder to the wearer to use proper lifting techniques. Again, training workers to use proper lifting techniques is essential to reducing back injuries.)**

prevent mishaps is by simply observing your team members. During a spot inspection, let your workers know you are observing them to avoid the appearance of spying. As you observe a task in your work area, whether it's a hospital lab, administrative area, or industrial shop, look at whether or not your people are following all safety requirements. Periodically have a worker explain each part of their job to you. Get them to tell you what safety equipment or checklist they use. If your workers are not following the rules, it is your job to correct them. If you identify a safety problem, immediately correct it, and explain your concern to the worker.

**Supervisor**

"Hi Pat. How are you?"

**Worker**

"Oh fine, Randy. How are we doing, today?"

**Supervisor**

"Just fine. How is that order coming for maintenance?"

**Worker**

"Got it right here. In fact I found a short cut on how to move these boxes?"

**Supervisor**

"Pat, let me explain something to you."

**Supervisor**

"Improper lifting techniques is a leading cause of back injuries in the Air Force and in the country. Before lifting any heavy box like this, be sure and look at the container to see if there are any cautions on there about two people requiring this lift. Let me help you with this."

\*\*\*\*\*

Supervisor in Military Personnel Flight finds worker at computer in straight-back chair

Supervisor and worker change chairs to an ergonomic chair.

Supervisor demonstrates benefits of ergo chair.

\*\*\*\*\*

**Ergonomics concerns have increased and supervisors should be aware of the long-term impacts of improper man-machine interface.**

\*\*\*\*\*

### **Wood shop**

Worker at table saw, puts on eye protection, but stands behind saw and pulls wood through. No guard is used, hands close to blade.

Coworker walks close to running saw without eye protection.

\*\*\*\*\*

**Staged scene designed to advise supervisors of the importance of constantly being alert for potentially dangerous situations - even from their most experienced workers.**

\*\*\*\*\*

Close up of eye and ear protection warning sign

### **Worker**

“Okay.”

### **Different Supervisor**

“Hi Kylie, How’s that reenlistment paperwork coming on Sergeant Christopher?”

### **Different worker**

“Paperwork’s finished.

### **Supervisor**

What happened to that new chair we got you?”

### **Worker**

It’s over in the corner. I like my old chair, better.”

### **Supervisor**

“Well, let me show you why you need the new chair.”

### **Worker**

“Sure”

### **Supervisor**

“You’ll have better back support. And by raising and lower the chair, it will put your arms and wrists will be in a more comfortable position, you’ll prevent long term injury.”

### **Worker**

“Much better.”

### **Narrator**

“Don’t assume an experienced worker is a safe worker. Observe all team members, no matter the experience level. Sometimes experienced personnel take short cuts that may put them, or coworkers into a potentially dangerous situation. For those of you

Supervisor hands eye and ear protection to a worker as they walk close to running machinery.

Supervisor at desk scratching through a safety training plan by adding changes or new observations noted during inspection or observation.

\*\*\*\*\*

**Supervisors must ensure that as soon as safety concerns are known, they must be shared with workers. Supervisor's observations are used to update workcenter job safety training plans.**

\*\*\*\*\*

Supervisor's notes for next week safety meeting.

Observed Risks Potential Outcome

Pulling stock	binding blade
No eye goggle	eye injury/ blind

\*\*\*\*\*

**Need to discuss with students the hazards of pulling stock from the back side of a table saw and the selection, use, and inspection of personal protective equipment.**

\*\*\*\*\*

Revised training plan

Trainer worker finds a cord across a walkway, worker fixes the tripping hazard. Worker from previous scene now helps someone else lift box.

\*\*\*\*\*

**Frustrated worker fixes problem that continues to reappear. Explain to**

passing through. Their safety is your responsibility.

Make sure they comply with established safety rules, such as: no smoking, eye protection, staying clear of running machinery, etc.

And finally, as you observe and correct potential hazards, don't forget to add your observations to your Safety training program.

Then get the word out to all your personnel. So when we talk about observing your personnel at work, we really are not talking about adding to your job, but just being more observant of safety requirements and potential risks.

Safety is part of your job and you must make it part of your workers' jobs. Remember, spot inspections should not be scheduled, but be a part of the normal routine. You can train your personnel to become spot inspectors. The more eyes looking for the coffee spill, cords in the walkway, a co-worker needing help lifting boxes, the



students it may sometimes become a long process before all workers understand. However, once workers are properly trained and motivated, they can assist supervisors in keeping the workcenter safe.

\*\*\*\*\*

### **“Formal Inspection”**

Supervisor at Security Police guard mount  
Supervisor greets formal inspection team.  
The fire inspector walks through workcenter with supervisor - identifies discrepancies

\*\*\*\*\*

**This section shows supervisors the benefits of having someone from “outside” the organization look at their workcenter.**

\*\*\*\*\*

Inspector at Transportation approaches supervisor and workers in vehicle maintenance shop.  
Inspector points out problem to supervisor.

\*\*\*\*\*

**Explain that personnel can often work “too close” to a problem and they don’t see it.**

\*\*\*\*\*

Worker performs maintenance on cylinder.  
Large cylinder blocks walkway near a seldom-used doorway.

more chances you and your team will have to keep your work area safe and productive.

### **Narrator**

In addition to spot inspections, the Air Force also has . . . formal inspections. The formal inspection is scheduled and conducted by qualified inspectors. Examples are: Base safety personnel, bioenvironmental engineers, fire department personnel, or the environmental management staff from civil engineering. In some cases, all these functions may comprise an inspection team and visit your unit together. Also, there may be occasions when there is an inspection from outside the Air Force, by the Department of Labor’s Occupational Safety and Health Administration or OSHA.

What can be gained from formal inspections? And how do these inspections improve the mishap prevention and risk management programs? The primary benefit is that an “outsider” may discover safety concerns that may have been overlooked. Remember the old saying, ‘You can’t see the forest for the trees?’ Well, having a fresh set of eyes look at procedures, equipment, and facilities can help identify unseen hazards and risks. Past corrective actions to hazardous conditions may also have created new hazards.

The formal inspection, and frequently, the spot inspection, can identify potential hazards which are not fully understood and no procedures or

Another worker enters room and runs into cylinder.

**Stock footage -**

Off-loading equipment at night

Blank JSA format

Scan over JSA form

Civilian supervisor watches experienced worker use hole punch machine.

Supervisor writes down basic steps of hole punch operation.

\*\*\*\*\*

**Supervisor should note basic steps in the task sequence being cautious NOT to write down every little detail. Observe how the worker stands, lifts, turns, reaches. Is the worker exposed to anything that could injure them? If so, what is the best way to protect the worker?**

\*\*\*\*\*

Completed JSA worksheet

Closeup of JSA recommended action or procedure

Supervisor sees worker perform maintenance on high voltage equipment with ring on.

Supervisor stops worker and points to ring.

\*\*\*\*\*

**This scene shows the worker removing his ring and metal rimmed**

processes exist to ensure safety of the worker.

Some examples may be: deployment to a new location, a new process or machine introduced to the workplace, a change in processing sequence, or possibly moving into a new facility.

These changes may require another type of formal inspection process known as a job safety analysis or an operational hazard analysis.

Supervisors use these analyses for the purpose of breaking down the job or operation into tasks to understand each step and what hazards may be present in those steps.

New procedures may be required, or changes in the task sequences, or a machine may need to be repositioned.

Start with an experienced worker.

Break down the job into small steps in the actual sequence the steps are performed. The key here is to keep it basic and not to go into too much detail. Next, work with that same worker and identify all the hazards associated with each step. Can a worker get caught, scraped, cut, pinched, crushed, strained, or exposed to hazards? When the answer is yes, the next task is to recommend a safer procedure. For each potentially hazardous step you discover, you must take action to avoid injury or property damage.

glasses. Current safety standards are being changed to allow worn of metal rimmed glasses IF they are secured by a band or strap. In this scene, worker does not have glasses secured.

\*\*\*\*\*

Worker hangs warning sign that says "No Jewelry"

Worker places tire in tire cage. Warning sign states. Warning: "High Pressure"

Supervisor with bioenvironmental inspector review training records.

\*\*\*\*\*

**Inspectors may review training records and other documentation to assist supervisors determine potential problems areas or risks.**

\*\*\*\*\*

Inspectors leave Security Police, shake hands with supervisor

### **"Follow-Up"**

Jewelry sign was suspended too low and another worker walks into sign hitting head.

\*\*\*\*\*

**Sign posted in earlier scene was hung too low. This "corrective action" has now created a new hazard.**

\*\*\*\*\*

It may be as simple as posting a warning sign. But it may require more drastic measures, such as replacing or repositioning a piece of equipment. You may also perform a JSA if actions or conditions have a history of causing mishaps or particular tasks have a high mishap potential. This is especially true of jobs that do not have established safety procedures. For any inspection, remember the bio environmental engineers, fire protection, and safety personnel are available to lend a helping hand when you need it.

Inspections, when understood and used properly, can help you maintain a safe work environment for you and your workers.

At the completion of any inspection, remember it will be your responsibility to ensure corrective actions are taken and are effective. Follow-up Actions will be necessary to make sure that whatever action was taken, works, and does not create a new hazard or risk. Your job is not done until corrective action is accomplished and is working properly.

## **“Be Smart and Be Aware”**

### **“Discussion”**

\*\*\*\*\*

Instructor should discuss how inspections are locally performed. Explain what will occur if OSHA inspectors arrive. Explain benefits of combined inspections performed with safety, fire department, and bioenvironmental inspectors. Discuss spot inspections procedures and use of available or developed checklists. Cover local procedures on JSAs and how analyses will interrelate with job safety training.

\*\*\*\*\*

## **“Mishap Notification”**

### **Stock footage -**

Actual B-52 crash

*Next several scenes are repeats of previous scenes.*

\*\*\*\*\*

**Actual aircraft crash to show supervisors the tragic results of mishaps.**

**Repeated scenes will set the stage that it is the day-to-day operations that often result in mishaps as people begin to take shortcuts or because they were improperly trained**

\*\*\*\*\*

Mature worker at table saw with guard raised.

Worker from earlier scene without eye protection walks pass a running saw.

### **Narrator**

Any mishap can cause the mission to be aborted or changed. Sometimes mishaps can have tragic results. A plan will be required to prevent these losses.

Here's where the mishap often begins. As a supervisor, you may have selected the right personnel, trained them, obtained and installed the right tools and equipment, and completed a job safety analysis. Then the unplanned event - a mishap occurs.

### **Civilian worker**

“I don't need to use that guard. I've been doing this for years and not got hurt. Besides, this is night shift and no one cares what goes on as long as the job gets done.”

### **Another Worker**

“I don't have to worry about wearing my eye protection. I'm not working the

saw, anyway.”

\*\*\*\*\*  
**Points out worker’s complacency.  
This worker will get injured.**  
\*\*\*\*\*

Two people in a vehicle about to leave parking lot.

*Initial mishap scene (staged) -*  
No eye protection--worker injured.  
Initial mishap reactions, by *trained* coworker and supervisor. They perform first aid/buddy care.  
Supervisor controls mishap site.

\*\*\*\*\*  
**Students need to know what to do in the unfortunate event of a mishap. What actions should they take.**  
\*\*\*\*\*

Emergency response checklist:  
- Medical  
- Fire Department  
- Command Post  
- Security Police  
- HAZMAT Response Team

\*\*\*\*\*  
**Explain what local procedures apply.**  
\*\*\*\*\*

Worker ropes off mishap area

\*\*\*\*\*  
**Explain that many of these initial actions should occur simultaneously. After the medical team has transported injured personnel, the mishap scene must be secured. The scene will remain secured until the safety investigation, and possibly other**

### **PMV Operator and Passenger**

**Passenger:** “Aren’t you going to put on your seat belt?”

**Operator:** “No, I only put it on when I’m going through the gate and we’re not going that far.”

### **Narrator**

Will you know what to do when a mishap occurs?

Are you trained in first aid/buddy care? If not, do not become a casualty yourself. Control the mishap area and wait for the emergency response teams.

### **Supervisor**

“Shut the saw off. You guys stop work. Somebody call 911!”

### **Narrator**

Mishaps will take priority over everything. Work stops!

You need an emergency action plan such as phone numbers for ambulance, fire department, and or security police. This should be readily available at all times.

After the medical team has left, the mishap scene must be secured.

Before you begin gathering information, several notifications are necessary. If your unit has a notification plan, have it handy and use it.

**investigations, are completed.**

\*\*\*\*\*

Notification Checklist:

- Unit Commander
- Unit Safety
- Wing Safety
- CE service call desk
- Security Police desk

As soon as possible contact the following:

- the commander
- your unit safety representative, if your unit has one, and
- wing safety
- civil engineering service call desk, if real property is damaged
- security police, if the mishap involves damage to personal or air force property.

### **“Mishap Investigation and Analysis”**

Supervisor meets safety investigator

Safety person and supervisor begin interviews with witnesses and CAREFULLY reviews physical evidence

\*\*\*\*\*

**In addition to a mishap investigation conducted by the supervisor, wing safety, or OSHA, there may be other investigations of the mishap scene. Supervisors should understand that mishap evidence must remain undistributed until all investigations are completed. Evidence includes documentation such as training records.**

\*\*\*\*\*

### **“Prompt Investigation”**

Mishap scene at the beginning of the mishap sequence just prior to mishap and slow motion as worker is hit with wood.

\*\*\*\*\*

**Worker standing ‘behind’ saw,**

### **Narrator**

After these administrative details are under control, the investigation must begin immediately. Time is of the essence to discover what happened. Investigators need to interview people, look at instructions, facility layout, equipment design, and personal protective equipment (PPE).

Let’s take a moment now to review why mishaps have to be investigated promptly.

First of all, we know the mishap was unplanned. Was the event preventable? In almost every mishap sequence, there is a point where the mishap could have been prevented.

**pulling stock incorrectly through blade, no guard used, passing worker is too close to running machinery and has no eye protection.**

\*\*\*\*\*

### **“Mishap breakdown”**

- Who  
Worker, Supervisor, Family
- What  
Fall, Trip, Cut,
- When  
Time, Days, Shift
- Where  
Flightline, Office, Lab
- How
- Why

Zero in on: how & why

\*\*\*\*\*

**Provides supervisors with basic mishap investigation steps. Last two steps are critical in determining what happened and how to prevent recurrence.**

\*\*\*\*\*

Mishap supervisor back in office.

Supervisor and safety person at mishap scene filling out paperwork

### **\*Findings**

### **\*Causes**

With this in mind, let’s break down the mishap sequence.

- Who was involved directly and indirectly?
- what occurred?
- when did the actual event occur?
- where did the mishap occur?
- how did the mishap occur?
- why did this mishap occur?

These last two question are the most revealing? If you can answer these, then you will be able to prevent future similar mishaps.

You are probably thinking “where am I going to get the time to help in this investigation?”

### **Supervisor**

“Where am I going to find time for this investigation?”

### **Narrator**

You cannot afford not to!

If the mishap is serious enough, a mishap report will have to be prepared. Remember some degree of investigation is required on all mishaps, whether a cut finger or serious injury or property damage.

As the investigation progresses, findings should start falling into place. Findings are those sequence of facts that resulted in the mishaps. Many of

\*\*\*\*\*  
Supervisors should be taught the basics of developing findings and causes. Wing safety will naturally assist and refine, however, supervisors can be invaluable in finding and causal development.  
\*\*\*\*\*

**\*Recommendations and Corrective Actions**  
Senior civilian supervisor

Military supervisor

**"Mishap Reporting"**

CA1 or CA 2 forms

Civilian gets arm in case

Civilian enters a doctor's office

\*\*\*\*\*  
Explain various forms to be completed for military or civilian injuries.  
Explain local worksheets or foreign national forms.

these finding will become...causes.  
A very important point to remember in safety mishap investigations - - No one is looking to place blame.  
Mishaps are investigated to find causes to prevent recurrence.

So as causes are identified, corrective actions should surface.

**Civilian Supervisor**

"Corrective actions should be easy to understand and should address causes previously identified. Start to think about who will be responsible to prevent similar mishaps."

"Recommendations must be feasible and effective. For example, a recommendation for more stringent instructions would be worthless if violations of instructions caused the mishap."

**Military Supervisor**

"Corrective actions should also indicate the actions in progress or already taken to prevent recurrence. Disciplinary action will not be referred to in your safety mishap reports."

**Narrator**

"If a mishap does occur, injured personnel must report it immediately to their supervisor. If the injured person is a Department of the Air Force or non-appropriated funds employee, the civilian personnel representative must be notified. Generally, a form CA 1 or CA 2 will be prepared and provided to the civilian personnel office. If the injured worker is a nonappropriated fund or NAF worker, then form LS 202 is initiated. Prepare a CA form 16 and give it to the injured civilian worker to take to their chosen hospital or attending physician, for treatment to be



\*\*\*\*\*

Supervisor and worker at desk.  
Supervisor provides worker with  
light duty

\*\*\*\*\*

**Explain need to return worker back  
to duty as soon as possible. If  
worker couldn't perform all primary  
job tasks, light duty, such as  
answering phones, should be  
arranged.**

\*\*\*\*\*

### **“Other Rules and Requirements”**

--HAZCOM/MSDS  
--Bloodborne Pathogens  
--Lockout/Tagout  
--Off-duty

### **Stock footage -**

Off-duty activities - motorcyclist,  
soccer, river walk

\*\*\*\*\*

**Explain to students that in addition  
to above program elements, they will  
be responsible for implementing  
other safety programs, as  
applicable. As a minimum, they  
should develop an off-duty safety  
education program gear to the  
surrounding area and workers off-  
duty activities. If Lockout/Tagout  
has not been previously discussed  
with students, program  
requirements and local procedures  
should be discussed at conclusion  
of video. Also discuss  
HAZCOM/MSDS and Bloodbornes**

\*\*\*\*\*

administered. Personnel should be  
encouraged to use the base hospital  
or clinic for treatment of on-duty  
injuries and illnesses. Again,  
complete LS form 202 for NAF  
employees.

When applicable, start arranging for  
light or restricted duty for any injured  
worker, so you don't lose all your  
productive capability.

### **Narrator**

Depending on your work environment,  
you may be responsible for additional  
safety requirements and programs.  
Hazard communications, bloodborne  
pathogens, lockout/tagout--to name a  
few. Wherever you work, you should  
also establish an off-duty safety  
education program for your personnel.  
They should be fully aware of the risks  
they will encounter away from the job.  
Helping them to stay safe off-duty, will  
help you accomplish your Air Force  
mission when they return to duty.

Commander's office  
Commander in the office

**Commander**

"You, the supervisor, are the key element to produce a safe and healthful work environment. You have the responsibility to protect your workers and other resources. And you will be accountable for their safety. You now have the tools for a successful operational risk management program. As part of our Air Force Operational Risk Management team, you must be smart, you must be aware, and you must be safe. Air Force readiness depends you.

MAJCOM emblems emerge from AF Shield, then border AF Shield to replace commands' combined support to the AF Mission.

From that emerges the words:

**"Readiness Is Up To You"**

"The United States Air Force PIN 613263"

Closing credits to the 377 CS Video Production office and their motto: "If it moves, shoot it"

\*\*\*\*\*

**Discuss supervisor's role in mishap prevention, reporting, and investigation. Discuss other safety programs students should develop (based on audience's mission requirements). Provide students with any off-duty education material suited to surrounding area.**

**Wrap up.**

\*\*\*\*\*

## **SECTION 2**

### **Instructor's Classroom Suggestions**

This section will provide you with suggestions for classroom training. Based on your own training style, you may use some, all, or none of these suggestions.

#### **SUGGESTIONS**

- If possible, have the installation commander introduce the course.
- Take care of administrative details up front --attendance/sign in roster, location of emergency exits, break points, whether soda or coffee is allowed in classroom.
- There are programmed “discussion” breaks within the video. Limit these discussion periods to no more than 30 minutes. (Any longer and you will lose students’ attention.) Instructor’s option if you stop video at other points to answer students’ questions or emphasize a local process/procedure.
- Appearance of students handouts and method of distribute will impact students motivation.
- Have samples of all current forms to show students. If all forms are available in electronic format, explain to students how they can download.
- During discussions, interject real life experiences (one or two); ask students for their real life experiences. You can use students’ examples to further expound on training points you wish to make.
- Could supplement video with locally produced video, slides, or Powerpoint presentation.
- Time permitting:
  - ◊ Prepare role-play situations, e.g., a mock Base Safety Council where students would have to explain to the Wing Commander why mishaps have increased. Or a new piece of equipment has been developed to the workcenter and students must perform a JSA.
  - ◊ Take students out on an inspections. If facility was available, could have an “inspection lab” with pre-prepared violations and deficiencies.